






Eat Smart Be Smart



-  **Grade Level:** Second **Lesson Time:** 30 Minutes
-  **Integrated Core Subjects:** Language Arts, Health Enhancement
-  **Montana Content Standard:** Writing 1 & 4: (1) Students write clearly and effectively; (4) Students write for a variety of purposes and audiences.
-  **Montana Content Standard:** Health Enhancement 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.
-  **Objectives:** Students will explain one reason for eating breakfast each day and identify foods to eat for enjoying a healthy breakfast.

Lesson/Activity



1. Ask the students to think about a rocket and what it needs to blast-off into space. The answer is gas or fuel for the engines. Review that fuels for our bodies are needed to start each day and ask what are the fuels. The answer is the food we eat for breakfast. Explain that breakfast provides the fuel (food) for strength and energy to learn, play and have fun. Breakfast is often said to "break the fast" from not eating all night. Ask the students to describe how their tummies feel if they don't eat breakfast.
2. Have the students give a reason breakfast can help them "blast-off." Answers may include "helps you feel better," "gives you energy to play and have fun," "helps you pay attention in school," "helps your body to grow and be healthy." Ask them where they eat breakfast. Ask for volunteers to raise their hand and tell the class what they ate for breakfast today. Ask the class what food groups were represented.
3. Discuss the definition of a healthy breakfast. The answer is one that contains a food from at least three of the five food groups of the U.S. Department of Agriculture's MyPyramid for Kids. Give the students an example of a healthy breakfast by selecting foods from the MyPyramid for Kids poster. Examples include peanut butter toast and orange juice; or egg, waffle and banana. Review the three food groups represented with the students. Ask for volunteers to give another example of a healthy breakfast.
4. Have students complete the Breakfast Blast-Off work sheet. Answers are: cereal, milk, toast and juice. Be sure they write down the breakfast foods they will eat in the space shuttle and encourage them to include foods from at least three food groups.
5. Tell them you have a letter to share from a friend who has a problem with not eating breakfast. Project the letter onto the board (possibly using a SmartBoard) and ask the class to read it together. Brainstorm some ideas to solve Sammy's problem. Solutions may be: pre-planning simple menus; having foods placed out the night before; getting up 15 minutes earlier; planning and packing grab-and-go breakfasts to eat on the way to school; or eating at school. Using their health journals, have each student write a response to Sammy for a solution to eat his breakfast.
6. Conclude by challenging students to eat breakfast every day. Homework: pass out page two of the Breakfast Blast-off work sheet and ask the students to work with their parents on drawing a healthy breakfast meal.

Materials Needed




- A MyPyramid for Kids poster
- A copy of the Breakfast Blast-Off work sheet for each student
- A copy of the "Dear Friend" letter

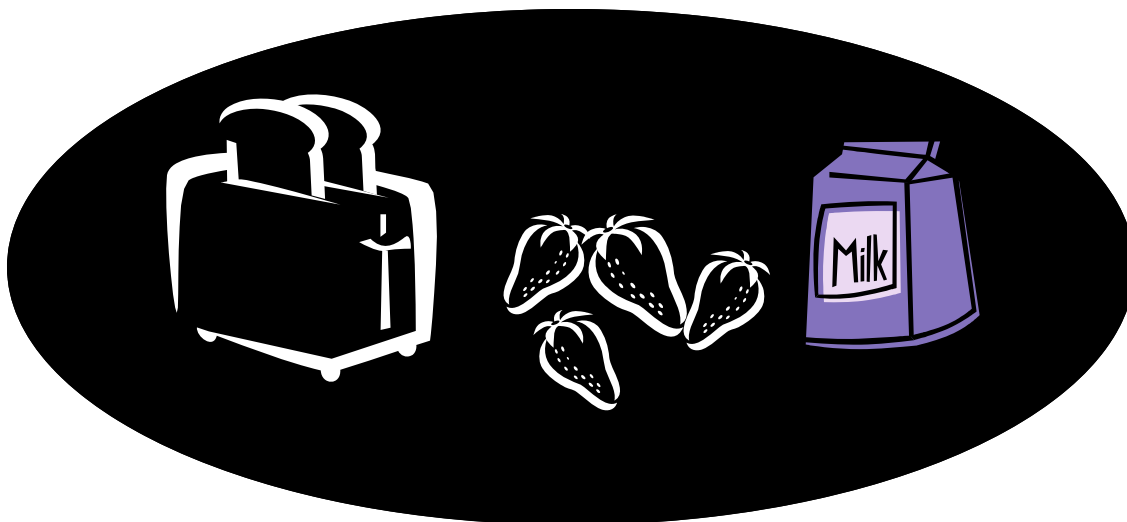
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Outcome Goals

-  Students will be able to list a reason why eating breakfast is important for them.
-  Students will be able to plan a healthy breakfast.

Extending the Lesson

-  Using the school breakfast menu (if available), have the students determine how many food groups are represented at each meal for a week.
-  Count the number of food groups represented at each breakfast.
-  Work together as a class to come up with three to five healthy breakfasts that can be put in a backpack in case a child needs to eat breakfast on the run.



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Acknowledgments/Adapted From

Dairy Council of California
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